

## School Plan Review Rubric for Additional Targeted Support and Improvement (ATSI) Schools

### Identified Student Group Academic Data

Plan Component	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>Identified Student Group Academic Data</b>	<p>The school has failed to provide a description of the progress and challenges faced for the identified student group or failed to identify root causes.</p> <p>OR</p> <p>The school's description of the progress and challenges faced identifies the root causes, but the data are outside of the school's control and are therefore not actionable.</p> <p>OR</p> <p>The school has provided minimal to no reflection on how the identified student group data will be used to implement key practices to improve the instructional program.</p>	<p>The school has provided a description of the progress and challenges faced by the identified student group.</p> <p>AND</p> <p>The school's description of the progress and challenges faced identifies at least one root cause for the identified student group that explains the reasons for the progress and challenges faced that are within the school's control to act on, and vary appropriately based on the school's data.</p> <p>AND</p> <p>The school's description of the progress and challenges faced for the identified student group includes some reflection on prior year strategies that may or may not have contributed (positively or negatively) to school outcomes.</p>	<p>The school has provided an in-depth and thorough description of the progress and challenges faced at the school level for the required the identified student group.</p> <p>AND</p> <p>The school's description of the progress and challenges faced identifies more than one root cause for the identified student group and provides a robust explanation of the reasons for the progress and challenges faced that are within the school's control to act on.</p> <p>AND</p> <p>The school's description of the progress and challenges faced by the identified student group includes in-depth and thorough reflection on prior year strategies that may or may not have contributed (positively or negatively) to school outcomes.</p>

## Goals, Strategies, and Action Steps for the Identified Student Group

Plan Component	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>Prioritized Goals &amp; Strategies: Goals Aligned to the Identified Student Group</b>	The school-level goals do not appropriately align with the progress and challenges for the identified student group. OR The school provides minimal to no description of the school-level goals or associated performance measures to key practices to ensure improvement for the identified student group.	The revised goals generally align with the progress and challenges for the identified student group outlined in the prioritized needs. AND The school provides an adequate description of the school-level goals and includes at least one high-quality associated performance measures aligned to key practices for the identified student group.	The school-level goals directly align with the progress and challenges identified in the prioritized needs. The strategies include key practices identified for the identified student group. AND The school provides detailed descriptions of the school-level goals and includes multiple high-quality performance measures for the identified student group.
<b>Prioritized Goals &amp; Strategies: Strategies Aligned to Goals for the Identified Student Group</b>	No strategies have been articulated in support for the identified student groups. OR Not all goals have identified strategies that align to key practices for the identified student group. OR Strategies have been identified but show minimal to no logical connection to the identified goal(s) and are not appropriate for the identified student group.	Strategy/strategies show a generally logical connection to the goal(s) for the identified student group. AND All goals have at least one identified strategy that aligns to key practices for the identified student group. AND Strategy descriptions clearly and concisely state the high-level details of the strategy or the change that will occur as a result.	Strategy/strategies show a thoroughly detailed and logical connection to the identified goal(s) and are appropriately named. AND All goals have multiple strategies that align to key practices. AND Strategy descriptions are explicit in providing details, noting how the strategy will lead to changes that will improve outcomes for the identified student group.
<b>Prioritized Goals &amp; Strategies: Action Steps</b>	No action steps have been identified to support the associated strategies for the identified student group.	All strategies have at least one identified action step. AND	All strategies have more than one identified action step. AND

Plan Component	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>Aligned to Strategies for the Identified Student Group</b>	OR Not all strategies have identified action steps. OR Action steps show minimal to no logical connection to the strategies for the identified student group. OR Descriptions of the action steps are vague and do not clearly specify the actions to be taken for the identified student group.	Action steps show a generally logical connection to the strategies for the identified student group. AND Descriptions of the action steps provide general detail regarding the actions to be taken, including as appropriate: what the action is and its purpose, when and how often the action will occur and the impact for the identified student group.	Action steps show a thoroughly detailed connection to the strategies and action steps are appropriately named and clearly state the focus of the action. AND Descriptions of the action steps provide explicit detail regarding the actions to be taken, including as appropriate: what the action is and its purpose, when and how often the action will occur, and how it will be completed to impact the identified student group.